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ABSTRACT

Adapting the principles outlined in "In Search of Excellence: Lessons from America's Best Run Companies" (Thomas J. Peters and Robert H. Waterman, Jr.) to the operations of continuing education departments, this paper discusses eight rules for success and provides examples of their application. Rule One, "Bias for Action," emphasizes the importance of taking an active role in student recruitment, business/industry linkages, and trend anticipation. Rule Two, "Close to the Customer," advocates that continuing education departments understand and respond to the wants and needs of the community. Rule Three, "Autonomy and Entrepreneurship," indicates that innovation rests upon the reduction of authority and accountability to the lowest possible level and a kind of ownership and pride in accomplishment. Rule Four, "Productivity through People," highlights the importance of a climate of trust, sharing, and interpersonal warmth. Rule Five, "Hands-On, Value-Driven," argues that institutinal survival depends on maintaining shared values and a distinctive identity. Rule Six, "Stick to the Knitting," suggests that an organization should stick close to one central skill at which it can outperform its competitors. Rule Seven, "Simple Form, Lean Staff," stresses the value of avoiding bureaucracy and complex organizational structures. Rule Eight, "Simultaneous Loose-Tight Properties," recommends a combination of firm central direction and maximum individual autonomy. Concluding comments suggest that much of what continuing education departments do already is consistent with these rules, and recommend that values be given serious consideration before any plans are made for change. (HB)

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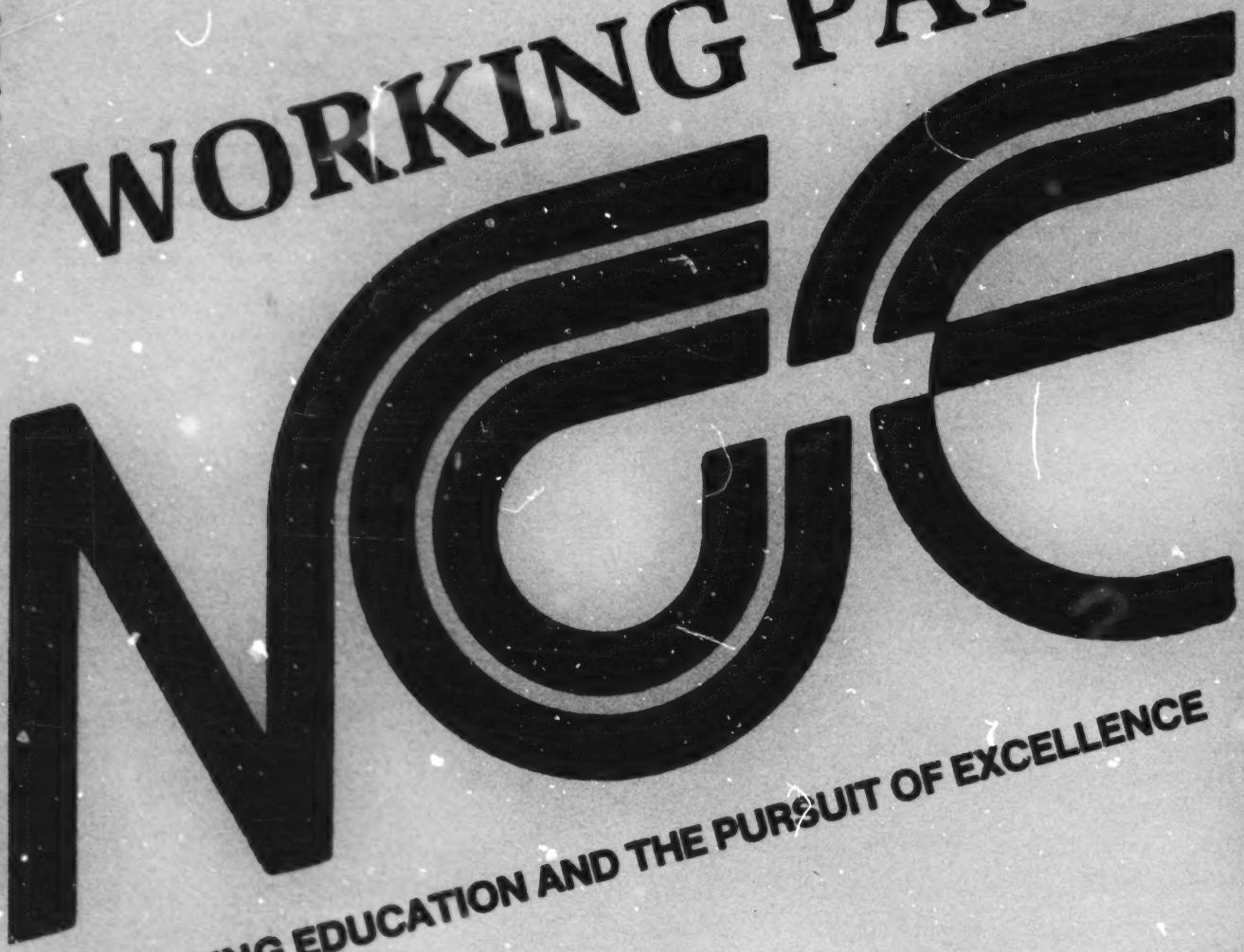

CONTINUING EDUCATION AND THE PURSUIT OF EXCELLENCE

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NCCSCE *Working Papers Series*

Editor's Introduction:

The Working Papers Series provides practitioners with ideas and information about programs and processes which they may adapt to their own needs. Some papers describe services developed at a single institution which illustrate one educational approach to meeting a particular need. Others describe networks which jointly provide educational services. Some papers deal primarily with the implementation of an educational program; others deal with ways of successfully administering an educational unit.

We would like to hear from anyone who has applied an idea discussed in a Working Paper. Perhaps we can add a "Follow-up" section for comments from those who have adapted programs or procedures presented here. It is possible, and a fond hope of the editor, that such an experience could lead to the production of another Working Paper which would, among other things, illustrate how an activity can be identified in the professional literature and tailored to a different institution's purpose.

New *Working Papers* are always being sought. Writers should send a concept paper or letter of a page or two which clearly describes the projected contents and purpose of the Working Paper. The editor is happy to work with writers who want to share an accomplishment. Despite the challenge of adding another task to their busy schedules, most *Working Papers* writers have found the production and publication of their work to be highly satisfying and fulfilling.

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Continuing Education and the Pursuit of Excellence

Helen Buss Mitchell

Introduction

Educators are sometimes chided to look to the business world for practical instruction in how to analyze a market and deliver a successful product. In the current bestseller, *In Search of Excellence: Lessons from America's Best Run Companies*, authors Thomas J. Peters and Robert H. Waterman, Jr., argue that excellent companies share a core of well-articulated values which drive the organization and make it excellent.

The thesis of this paper is that Continuing Education departments, perhaps more through need than preference, operate in most institutions according to the principles outlined in this book. Being somewhat outside the mainstream, Continuing Education's operational style has tended to suffer in comparison with the normative culture - that of the traditional credit operation. But *In Search of Excellence* seems to validate many of the aberrant but highly effective tactics typical of Continuing Education administration.

Judging by the popularity of *In Search of Excellence* and the resonance it has found in the business community, it's time for Continuing Education to reorganize and cultivate its own virtues so that when growth occurs we are not tempted to abandon the very values which have made us successful.

Each of the eight rules for success set forth by Peters and Waterman can be illustrated by examples from Continuing Education departments known to the author. The purpose of this paper is to encourage the reader to find or create similar examples from his/her own experience and then to nurture them.

Rule One: Bias for Action

Since Continuing Education functions in a buyer's market (unlike the seller's market which credentialling has made possible for traditional academic programs), its practitioners cannot simply wait for students to arrive. Action is essential to create needs and articulate them within the market area. Students enroll in Continuing Education courses for one reason and one reason only—because they find the course content valuable.

As Continuing Education administrators, we have never had the luxury of printing up a schedule and knowing that students who need English Composition will take it when and where we decide to offer it. We have always known that our brochures and tabloids had to be visually appealing; that we needed to take our courses to the students (in schools and community centers); and, perhaps most

important, that we had to know what people wanted before they knew it. Ironically, this very lack of credentialling power, of classroom space on campus, of a ready-made curriculum has helped to foster excellence.

We are in the business of anticipating trends. Ten years ago many women in our community were making the decision to return to full-time work and courses in Career Decision-Making were always fully subscribed. Today, our service area no longer needs those courses. This decade's trend is computers and we're currently enrolling hundreds of people in theory and hands-on courses. But, even at its peak, this trend shows signs of a shift from the general to the specific. So, our new course will offer experience with commercial software programs.

A growing focus for many Continuing Education offices is contract training with local businesses and industries. And nowhere is the organizational fluidity observed in excellent companies more in evidence than in our response to a training request. In our experience most courses happen within a month of the "close" of the sale. There is simply no time for committees, recommendations or reports. Everything is mobilized on an *ad hoc* basis to deliver the course on time, with a quality instructor and with content tailored to the company's needs.

The informal communication so vital to action is fostered by what Peters and Waterman call MBWA (Management by Wandering Around). Continuing Education managers tend to be archetypal *doers*. They have neither the luxury nor the proclivity to sit behind a closed door and read reports. They have invariably been promoted because of their success "in the trenches." And they are willing to experiment, even if some of those experiments end as failures, because there is no other way to keep the curriculum current.

In the search for new markets to replace those which have declined, we have sometimes found it useful to do "sandwich programming" in connection with traditional credit courses. By providing training to prepare students for technical programs of study, and then by developing professional updates for graduates (often with Continuing Education Units), we create a continuum of educational opportunities for interested students.

As the job market changes, training and retraining opportunities also change. Our bias for action can help us stay one step ahead of the next major shift so that our training programs are in place when they are needed. A few years ago, when public school teachers began to talk openly about burnout, we found a course called "New Careers for Teachers" to be very popular. Information about alternative careers and experience with vocational interest inventories were complemented by guest speakers, former teachers who had made successful career changes. Last year color consulting services began appearing. After investigating the field we offered a course called, "Career Opportunities in Color Consulting" which was very enthusiastically received.

This year there will be several new trends. Remarkably similar courses will begin showing up in publications from different geographical regions, not because of extrasensory perception, but because Continuing Education administrators have learned to stay close to their customers.

Rule Two: Close to the Customer

Effective programming is directly dependent on an understanding of the needs/wants of the community. The overwhelming majority of our new course ideas come to us from people in our community. Every brochure we publish includes this invitation:

> Have a special interest or skill? Howard County residents can propose course offerings! Call 992-4823 or write the Continuing Education office for a course outline and application.

When the call comes, we answer it. Our telephones ring directly in our office, not at a switchboard, and the caller is one person away from the top manager even though there are four levels on our organizational chart. When the course outline arrives, a "thank you for your interest" letter (see Appendix 1) is produced on a word processor and promptly sent. Many phone calls are really suggestions of courses people would like to take and these are valuable clues to future trends.

It's important to find out why students withdraw and why they remain. In our office I read every request for a tuition refund and follow up on the few really dissatified "customers." And, letters of praise, which arrive every couple of months, receive a handwritten reply in the next day's mail. If

people know they can talk with someone, they are very likely to tell you both what needs to be fixed and what's working very well. This is vital information which many companies pay thousands of dollars to learn.

Every new course is visited by a Continuing Education Administrator. We're found this is the only way to sense the class atmosphere and to see how attendance and enthusiasm are holding up. Previously-taught courses are randomly visited to ensure continuing quality, and students routinely fill out course evaluation forms, all of which are read. Since the courses are our product, it is essential that we know as much as we can about them.

We are not awarding credits. People do not *have* to take our courses. We are, therefore, well advised to provide good service to our customers. An easy-to-complete registration form, a mail-in system that avoids lines and waits, a prompt and accurate notification system for cancelled courses, all pay dividends in returning students. When we have a last-minute class cancellation because of instructor illness or site difficulties, we call every student. Since 90 percent of our courses meet off-campus and since many people drive from work to class, we don't feel a chalked note on the blackboard is sufficient. This personal attention is usually appreciated and in some cases judged extraordinary.

Equally important is letting students know we appreciate their patronage. We've tried various ways of observing Continuing Education Day, which we schedule in November, and the best to date is a course raffle. Raffle tickets are distributed to all currently-enrolled students (during the fall quarter) who are permitted to enter one ticket for each class in which they are enrolled. Five winners, chosen by the College President, are permitted to choose a free course during the next quarter. This gives our office an opportunity to thank those who enroll in our courses and provides excellent publicity for our program. Pictures of the President drawing the winning entries and of the winners themselves can be sent to the local newspaper for publication.

Rule Three: Autonomy and Entrepreneurship

In the excellent companies, Peters and Waterman found a strong correlation between success and innovation. But, there was an important qualifier. Good ideas fall into the realm of creativity; innovation converts the idea from words into action. Consistent with its bias for action, Continuing Education has to constantly *do* new things just to remain at the current level of productivity. We sometimes feel like Alice in the domain of the Red Queen, running as fast as we can just to stay in the same place.

If good ideas alone are not enough, how do we make that essential leap from words to action? Peters and Waterman have identified at least two critical elements on which innovation depends: autonomy and entrepreneurship.

Autonomy

Bigness is simply not conducive to innovation. Innovators tend to get lost in the layers of a bureaucracy. It's in what the corporate world calls a "skunk works" that most innovations occur. These *ad hoc* groups of 8-10 people operate, in some cases, outside the normal organizational structure. What seems to be most significant is that they have a clear, vested interest in the process and the product.

Along with responsibility must go autonomy. On a practical level this means reducing authority and accountability to the lowest possible level. Our office started out in a hierarchical model of organization with a Director and, as we grew, an Assistant Director; then, later, half-time Coordinators to do specific programming. About four years ago we decentralized the office into four program areas with the specific intention of giving ownership of each unit to those who actually did the work. Our four divisions are: General Public Lifelong-Learning courses (including our large brochure, Weekend College and International Education); Career Programs and Community Development (including Real Estate, Police and Fire Training, Allied Health, Continuing Education for Nurses and Programming for Seniors); Business and Industry Programming (including contract courses—both credit and noncredit—for local businesses and satellite centers where employees are pursuing AA degrees); and Basic Skills/Foreign-Born Programming (including Adult Basic Education, G.E.D., English as a Second Language and specialized courses for foreign-born county residents).

Each of these areas has accountability for a certain level of programming and for revenue production on an annual basis. As long as they meet these two overall goals they are free to operate

independently within the general financial guidelines of the college. Each has a unique style and way of doing business which is suited to the program content in the unit. As the manager I do not need to impose my managment style on them or insist on a pointless conformity in non-essentials. We stay in close contact regarding progress in overall goals; otherwise, I leave them alone.

Within the units there is yet another level of decentralization. In some cases it occurs along program content lines; in others, along function lines. The result is that there is a very close identification with "the product," in this case the course or program of study, which makes possible the fostering of "champions."

Entrepreneurship

In study after study cited by Peters and Waterman, successful product innovations were pioneered by a "champion" while unsuccessful ones were not. The "champion" is a true believer who is often fanatical about doing what has to be done to see the innovation happen. And, in many ways, the manager's most important job is to enable the work of the "champion" by cutting through the bureaucracy and creating an atmosphere of support in which a "champion" can produce.

Two years ago, when one of our programmers began talking about Phlebotomy Training, most of us didn't know the meaning of the term. But, the resulting several-tiered, entry-level training program that certifies the technicians who draw blood, is one of our biggest success stories. The research required to make this program effective took most of a year.

Not every investment pays such rich dividends. The hard fact is that innovation does not occur without failure, and a "champion" must have the freedom to fail. True innovations will run counter to prevailing norms and, by definition, anticipate trends. Those which are successful are often grandly so but those which are not must be tolerated. A worker who is afraid to fail cannot be an innovator. I have had doubts about a number of innovations proposed within our office of Continuing Education. In some cases my doubts were justified but in others the success exceeded even the hopes of the "champion." I've learned to keep most doubts to myself and allow the needed flexibility within a system of annual accountability.

Although each unit has to answer for its failures, each unit can also be rewarded for its successes. By reducing the authority/accountability level, we can single out small groups and even individuals for praise. The entrepreneurial spirit which makes Continuing Education successful is fostered by this kind of ownership and pride in accomplishment.

Rule Four: Productivity Through People

Excellent companies turn average people into winners by believing and acting as if the workers are the company's most important asset—which they are! This entails treating employees as grownups, trusting them and giving them opportunities to share the good ideas they have about ways to make things better.

Peters and Waterman found that many of the best-run companies really do see themselves as an extended family. You may not be able to control the "climate" in the larger institution, but your own office can, within certain limits, define its own culture. Several years ago our office was dubbed "Happiness Valley" by a senior administrator. That phrase captures the truth that although people work very hard (several of us are at least a Type A-) they seem to enjoy what they do.

There is a relaxed, informal communication system among the 14 of us who work in less than 1,500 square feet of space. We laugh a lot, we talk about what we're doing, we commiserate with each other when something goes wrong, and when something goes right we celebrate.

Hoopla

Since formal strokes are few, we have found it absolutely essential to celebrate our own successes. This may take the form of a coffee break with five or six people hearing about the big contract that was just landed or the successful new courses. Or it may be the status reports we began sending unrequested to upper management as a way of tooting our own horn. Or it may be the somewhat more formal semi-annual meetings at which each unit details its successes, tells anecdotes about the struggle to achieve these results and receives warm feedback from everyone else.

Newcomers tell us that the "culture" in our office is somewhat atypical. No one is above sticking labels on brochures or answering a ringing phone if needed. Our support staff members are intimately involved in the work of each unit. They make recommendations, try new procedures, come up with

course ideas and share in the success when it comes. It's very important to us that they have a chance to attend a conference at least once a year.

When I send out a status sheet with our latest revenue figures on it, the words "Hooray for us!" or "The big number" are often written on the bottom. And, through our monthly *Campus News* column entitled "To Be ContinuEd . . .," an administrator with a flair for writing keeps the college aware of our accomplishments and informed about coming attractions.

At least once a year I have an appreciation lunch for everyone in the office. Sometimes my husband cooks Italian gourmet and my son and I serve at the noon hour on a workday. I've also held a lunch/hot tub party at my home that was frankly a "thank you" for the hard work and dedication that made the past year successful and for the humor and support that made the office a pleasant place to spend eight hours a day.

Rule Five: Hands-On, Value-Driven

It is impossible to be excellent without deciding what your company (or in this case your office) stands for. Both clarity of values and having the right values seem to be essential according to the research done by Peters and Waterman. And, on an even more fundamental level, *In Search of Excellence* argues that institutional *survival* depends on maintaining shared values and a distinctive identity. If there is one "most important rule" for excellence, this is it.

Excellent companies concentrate on being the "best."They worry about the details that go into delivering a quality product, sometimes going to great and even unprofitable lengths to live up to the company's values. If Frito-Lay means "service," that means that the salesperson *will* tramp through the snowstorm to stock the potato chip rack in your little grocery store. And that story will enter the company's oral tradition where values are continually ratified and by which they are transmitted.

Frito-Lay talks about service, Johnson & Johnson talks about quality and 3M talks about innovation. And, in each company, the myths and legends grow to support the importance of those values. It is through these stories, and not through written communications, that company values are reinforced and passed on to new employees.

The role of the leader/manager in this context is to generate exuberance and to unleash excitement. The leader in an excellent company is somehow able to simultaneously articulate values at the highest level of abstraction and live them at the most mundane level of detail. As a doer rather than a sayer the leader achieves credibility and transfers his/her own enthusiasm for the company/product to more junior members. As a practitioner of MBWA (management by wandering around) the leader is a practical symbol of the company's belief system being lived.

If no one can get excited about the company's goals, they are very unlikely to be implemented. In the truly excellent companies, Peters and Waterman found, people became animated when they talked about those values which represented the core of the company's belief system.

Most significantly, the values are expressed in qualitative rather than quantitative terms. Even when financial goals are stated, they tend to be discussed in the context of others things the company plans to do well (such as service, concern for employees, innovation). In other words, profit is regarded as a natural byproduct of doing something well rather than as an end in itself. But there does seem to be a very explicit recognition of the importance of economic growth and profits.

The way to growth in Continuing Education seems to be through service. To risk a generalization, I would say that we feel some identification with the 1960s Avis slogan, "We try harder." Because we're not awarding credits, as traditional academic divisions do, we're aware that we have to make our programs intrinsically valuable. And, because we can't promise a transcript, we know that we have to make our students feel they are important to us.

In our office the Basic Skills/Foreign-Born Programming unit realized that students were signing up by mail for our GED preparation course who were years away from being able to pass the test that would award them a Maryland High School Diploma Equivalency Certificate. What they really needed was our Adult Basic Education Program where they could pursue the same goal but over a longer period of time. The only way to properly place students was to see each one in person and administer a short placement test followed by a little on-the-spot counseling. Frankly, I worried that this would scare people off and that enrollments would drop. This hasn't happened. Students in both those courses are doing well, and enrollments have held steady. But the price tag is that two people in that unit saw 300 people during the last quarter in order to remain consistent with their own deeply-held values.

As many of you do, we drag textbooks and A/V equipment out to companies. And we spend hours on the telephone helping people decide which course is really best for them. Our therapeutic aquatics program for senior adults is full of potential crises, some of which become actual when the pool water temperature drops or we lose a valued instructor; but our values remind us that it's really worth doing. Some of what we do generates no revenue but is high in good will as well as consistent with our commitment to the community. Deaf or hearing-impaired students who enroll in our courses are provided with interpreters at our expense. And once a month we show a captioned film for the hearing-impaired at the College on Saturday night.

Our own stated office slogan seems to be "Continuing Education means flexibility and responsiveness." We have a long history of being able to put together a quality course with a quality instructor in a very short turnaround time. And, further, if needed, we can customize the course to the needs of a particular company, offer it in five weekends or fifteen Thursday evenings and conduct it almost anywhere there are interested students. Lacking predictable resources, we take pride in making bricks without straw.

But our deepest value—one that exists in the oral tradition rather than in written form—seems to be "We get the job done." All of us have stories to tell about difficult obstacles overcome and last minute catastrophes averted. Those myths and metaphors reinforce our commitment to service and to satisfied students.

Rule Six: Stick to the Knitting

The rub here is that while diversification is desirable, maybe even essential to long-term viability, an organization should stick very close to one central skill and in that area out-perform the competition. "Sticking to the knitting" means finding out what you do well and doing that in conformity with all the previously stated rules for excellence rather than branching out into areas you don't know as well.

The key seems to be taking one manageable step at a time. Diversification should be viewed as an experiment; if the experiment fails, the advice is clear: get out. Anyone in Continuing Education knows that constant innovation is at the heart of what we do. As we branch out into new courses and programs, new market segments, new technologies, we will inevitably diversify. Not to do this is to atrophy and eventually to fail. But, our expansion should be controlled.

In our county, in Central Maryland, we are only one of many providers of adult education. There is a county Department of Recreation and Parks, a YMCA, eight to ten Village Centers in the city of Columbia, three branches of four-year colleges which provide Continuing Education and several private providers such as the Athletic Club and Columbia Association. This is also an unusual county where people in general are already well disposed to the Continuing Education credo that "learning is a lifetime business."

Our solution has been to divide the turf among us to promote cooperation as opposed to competition. To give one illustration: Recreation and Parks concentrates on recreational and family/children activities while we focus on the more academic and job-related courses. As the two biggest providers of adult education, we are able to refer students back and forth without worrying about our own territory.

Most of us in Continuing Education know noncredit very well. A danger for us may come when we venture into credit programming. There are a few critical factors which can make or break a credit curriculum but which simply don't come up in the noncredit area. One of these is course sequencing. When we launched our first satellite degree program at General Electric, we had to map out a five-year cycle of courses which would enable students to complete an on-site degree. Then, as new students became interested, we had to find a way to cycle them in and later provide catch up courses which they'd missed. It helps to get advice from your colleagues in the credit division who know the course cycle intimately. We've also found it valuable to ask division chairpeople to review the resumes of prospective instructors in a credit degree program. By sticking to the knitting, doing what we do best, and seeking assistance when we experiment, Continuing Education managers can minimize the dangers inherent in diversification.

Rule Seven: Simple Form, Lean Staff

In most colleges budgetary constraints will protect us from having to "struggle" with too large a staff. The very entrepreneurial orientation which underlies our success tends to keep us lean in personnel, since for most of us, new staff can be justified only after increasing production (running

more courses for more students).

Form, however, is another matter. It is frighteningly easy for a bureaucracy to get out of control with layer after layer of separation between the first-line worker and the person at the top. In this connection it may be useful to remember, as Peters and Waterman point out, that the huge, international Roman Catholic church has only five layers—laity, priest, bishop, cardinal, pope.

Excellent companies tend to copy this simple form while insisting on pushing authority as far down the line as possible and on maximizing practical automony for large numbers of people. If the organization's purpose is clear and its values well-articulated, people can be given both the authority and the responsibility for translating the overall goal into day-to-day decisions.

Insisting that all new ideas be checked through seven hierarchical layers is the most efficient method for killing them. Innovators are people who love the product and know in their guts how to make it better. A leader who can enable their work will be rewarded with both a quality product and heightened productivity.

Excellent companies, Peters and Waterman tell us, appear to be reorganizing all the time. But the reorganization happens "around the edges" while the core remains stable. Two years ago, when mandatory auto emisson inspection came to Maryland, one person's responsibilities were redefined so that we could provide the needed courses to train both emission mechanics and emission inspectors. It was a drastic, last-minute shift—a complete change of focus for at least one person. But, it allowed us to be first in the state to deliver a program.

In an effort to respond to our ever-changing market, Continuing Education practitioners often give the impression of being chameleon-like. As focuses shift, personnel may need to be realigned, funds may need to be redistributed. But this apparent chaos should not threaten the basic stability which shared values and a commonly-understood purpose provide.

Rule Eight: Simultaneous Loose-Tight Properties

The final basic ingredient for excellence is defined by Peters and Waterman as a combination of firm central direction and maximum individual autonomy. This simultaneously loose-tight structure represents a summary point in the book. The image encompasses much that is already covered in previous rules for excellence, but it is perhaps the clearest statement of what separates the excellent companies from all others.

The legendary leaders of excellent companies believe in their employees and their champions, they keep their office doors open and give people autonomy; but they are also stern disciplinarians where violations of the company values are concerned. Regular communication and quick feedback ensure that nothing gets out of control.

Excellent companies insist on realism. Some of them require that memos not exceed *one page* in length. Focusing externally—on the customer—assures conformity to the shared values of the company. And peer pressure takes care of the rest. Happily, efficiency seems to follow.

Conclusion

So much of what we do is already consistent with the rules for excellence set down in what may turn out to be the management bestseller of the decade. Perhaps we only need to remind ourselves of what we're doing right so that when success leads to growth we won't be tempted to rush into a matrix organizational model or abandon what we do well in favor of a tantalizing unknown.

When the pressure for adding layers to the bureaucracy increases, we need to remember that "small is beautiful" and that an informal, enthusiastic "culture" in the office really is functional. This may not be as easy as it sounds, particularly when things go wrong.

When the pressure to "fix" things becomes intense, it's time to step back and take a look at our core values. Especially at those times, we need to reaffirm what our history has shown to be functional for us. And if there is an area where we do not measure up, it would be wise to think deeply about our values before making any plans for change.

APPENDIX I

XXXXX

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XXXXXX
XXXXXX

Thank you for your interest in teaching in our credit-free program at Howard Community College. We are always looking for interesting new courses staffed by creative people to round out our evening class offerings. At present, our courses are grouped into several main interest areas: personal enrichment, professional growth, cultural development, business education and the vocational-technical area. In addition, the College offers an adult basic education (ABE) program and GED (high school diploma equivalency) to Howard County residents.

Our class schedule throughout this year is divided into quarters, beginning each of the following months: September, January, April, and June. Courses may last 12 weeks, 10 weeks, 8 weeks or even one or two days. Short term courses are sometimes designed to meet the specific needs of business, industry, and government. Specialized staff are often used in these areas.

If a proposal is to be offered, the applicant will be asked to come in for a personal interview, be required to submit references and chart out a detailed guide to the specific course. Space limitations force us to choose, from the many good ideas presented, those best suited to current community needs and interests. We also try not to duplicate the course offerings of other agencies. While we are happy to consider all ideas, it may not be possible for us to offer your specific course.

Thanks again for your interest.

With best wishes,

Helen B. Mitchell

Call for NCCSCE WORKING PAPERS

During each academic year, the NCCSCE will publish two *Working Papers* as inserts to the COMMUNITY SERVICES CATALYST. The purpose of the *Working Papers Series* is to issue publications to community services and continuing education professionals which provide for the dissemination of planning processes, innovative programs, administrative practices, and evaluation techniques.

The content of the *Working Papers* should emphasize contributions to the *practice* of community services and continuing education. Elements of the *Working Paper* may include program descriptions, management techniques, evaluation methods and tools, instructional materials, bibliographies, and planning and reporting processes and forms.

While the selection and review process is a continuing one, manuscripts to be considered for the Fall 1985 issue should be received not later than July 1, 1985. To maximize the likelihood that the manuscript will be published, prospective authors should submit a two- to three-page concept paper or call the editor prior to the full development of the proposed *Working Paper.* Prospective contributors are encouraged to contact the undersigned in the early stages of paper development.

Materials and inquiries should be submitted to:

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